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ABSTRACT

This publication describes how to conduct a high school class review game based on the television show "Jeopardy." The game is described as applied in a high school health class context but it can easily be adapted to other subjects and ages. The game might appropriately be used as a review session before a unit test. Students form themselves into three groups plus two "helpers" with the teacher administering the game. The game's goals are to review and reinforce knowledge, to discover strong and weak areas of retention, and to review recent learning in a way that is fun and that encourages students to actively participate in their own learning process. The game is designed to help students develop in the areas of thinking skills, teamwork, individuality, and pride in learning. The game requires 2-3 hours of preparation per unit of study and has low implementation costs. The game has been specifically adapted from the television game format. The rewards to the teacher are the pleasure of seeing the students excited about learning and seeing how much they have learned and remembered. A section on resources suggests materials that can be used repeatedly and discusses how long the game takes to conduct. (JB)

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JEOPARDY REVIEW GAME

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JEOPARDY REVIEW GAME

GENERAL INFORMATION

Using the television game show, "Jeopardy" as a format, students review specific Health terms, definitions, and concepts. For each content area covered throughout the semester, a Jeopardy Review Game is held as a "review session". This takes place during one class period, usually the day before the Unit Test is to be given.

Students participating in this program are all Health I students, grades 9-12; however, this type of review game can be easily formatted for any grade level or subject area.

Students are divided into three groups plus two "helpers" (to keep score and erase the numbers on the blackboard), with the teacher administering the game, which is written out ahead-of-time on paper.

PROGRAM GOALS

This project has three main goals:

1) To review and reinforce previously-learned health knowledge,

2) To discover both strong and weak areas of retention of information in students through the review session, and

3) To hold a review session that is fun so that students will be enthusiastic and actively participate in their own learning process.

DESIGNED OUTCOMES OF THE PROGRAM

The Jeopardy Review Game develops:

1) Thinking Skills -- Students improve their ability to think quickly, to dissect and disseminate important health facts, and to retain and then verbalize relevant information.

2) Teamwork -- Students compete against other teams in the classroom as well as against other health classes. They encourage one another to come up with the right answers, providing positive peer pressure towards a common goal (which happens to be an ice cream party for the class that earns the most money!). Students improve their cooperative skills, and learn to work within randomly-assigned groups towards the ultimate goal of winning.

3) Individuality -- In a fun, non-threatening atmosphere, mentally, physically or behaviorally-challenged students can adapt to this format very easily. The fast pace of the game keeps everyone's interest focused on the subject at hand, and the nature of the game allows for all students to participate as often as they wish.

4) Pride in Learning -- Students are motivated to study for upcoming tests, to pay attention in class, and to do homework assignments so that they can answer as many questions as possible to attain the highest score in the Jeopardy Review and be the winning class overall.

IMPLEMENTATION

It takes some time initially to develop the Jeopardy game specific to your needs--approximately 2-3 hours per unit of study. However, you can make up one game at-a-time to make it more feasible if you are too busy to do it all at once. During your first unit of study, make up the first one; during the second unit, make up the second game, and so on until it's done. All of the "boards" or "screens" of answers need to reflect information recently covered in class.

The good news is, it's very inexpensive to implement. The only cost of my program is for what I choose as a reward--about $10-$15 each time we have a Jeopardy Contest, which adds up to 6-8 times each school year, for the ice cream and supplies.

PROCEDURES & INSTRUCTIONS

The easiest way to begin preparing the individual "boards" is to sit down and make up a master list of all the vocabulary words and concepts that you feel are important enough to be reviewed or will be on the upcoming Unit Test. Using that list, make up your "boards" with the answers as well as the questions. (remember, in Jeopardy you give the answer and the contestants must come up with the question) The easier answers should be on the first board (with the $100-$500 blocks); the more difficult answers go with the $200-$1000 blocks, and if you play with 3 boards, use $300-$1500 blocks for your most difficult answers. Each board has anywhere from 5-7 different categories to choose from, depending on your topic(s) being covered.

I have developed a blank form that I duplicate and use to make up new "boards", so that all I have to do is "fill-in-the-blanks". I would be happy to send you these forms, as explaining how to set up this game is much more difficult than actually doing it!

The rules for the game follow the TV game's rules: we use "Daily Doubles" (visual), we have a "Final Jeopardy" question which they bet so much of their money on, and they must phrase all answers in the form of a question--"who is....what is...where is". The class is divided into 3 teams (usually labeled as "Group A, Group B, and Group C" on the board) which sit together one scorekeeper, and one person to erase the monetary amounts under the specific category chosen. The teacher uses the podium at the front of the room to conduct the game. The total amount of money earned by the class is recorded by the teacher, and after the last class plays, the class with the most money wins.

RESOURCES

The materials needed for this program are minimal, as I stated. Once the "boards" have been prepared (on paper), they can be used over-and-over, with adjustments being made when necessary. I have made up category titles (on flourescent paper) and have them laminated so they'll withstand the wear and tear of being hung over the chalkboard-- they don't change with time as some of the questions/answers do.

I have used this program with both 42-minute and 80-minute class periods, and obviously it works better with the longer time period, simply because it allows for less rushing and time for some clarification if there is confusion on a certain term or concept. However, it also works very well in the shorter time period, you just won't be able to use as many "boards", and you have to be very prepared and start immediately at the beginning of class!

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WRAP-UP

Any time you can get students excited about learning, you should grab the opportunity--it's contagious! To actually watch students "fight" over who will be able to give the correct answer first is a true joy for any teacher. I look forward to "Jeopardy days" as much as my students do, because it's rewarding to hear first-hand just how much material they have learned, understood and actually remembered in my class. We go through an amazing amount of material in one class period when we play this review game.

This type of review format is unique in that it can be easily adapted to any subject and any age group--elementary students can find this just as challenging and just as fun as high school students. Also, there is virtually no expense to implementing it in your curriculum. If you want to make this a "no-cost" program, simply decide upon a different reward, such as extra points on the test for the winning team--I just happened to choose ice cream as incentive!

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